

BENGALI

Lesson Plan



ASALAMUALAIKUM



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Activity

1

What do you know about Islam?

Activating prior knowledge

Ask pupils what they already know about Islam and Muslims. **Think, Pair, Share.**

How do you know what you know?

Do they practise Islam?

Do they know someone who follows Islam?

Have they heard the information on TV or read it in a newspaper?

Have they studied it in school?

Does this prior knowledge give you a positive or negative view about Islam?



View Clip 2

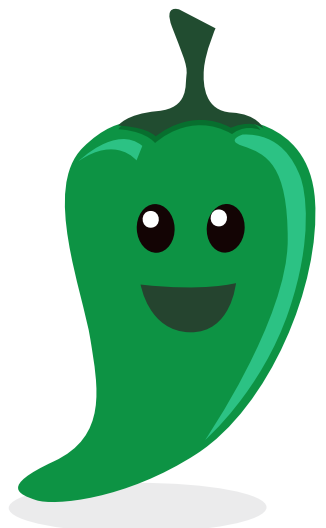
Discuss whether this has given you new knowledge?

Has watching this clip altered your views or opinions of Islam and Muslims practising their faith?



Learning objective

- To activate and challenge prior knowledge and understanding





Skills

English Programme of Study

Year 3

Explain information and ideas using relevant vocabulary

Contribute to group discussion, sharing ideas and information

Year 4

Explain information and ideas using supportive resources, e.g. on-screen and web-based materials

Contribute to group discussion and help everyone take part

Year 5

Explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids

Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

Year 6

Express issues and ideas clearly, using specialist vocabulary and examples

Contribute purposefully to group discussion to achieve agreed outcomes

Levels/Differentiation - Oracy

Level 3

- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.

Level 4

- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.
- Pupils talk and listen with confidence in an increasing range of contexts.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.

Activity

2

Five Pillars of Islam: What are the main principles of Islam that a Muslim should follow?



Show the 'Five Pillars' Powerpoint presentation or ask pupils to research the question themselves.



Useful site

www.gowilder.org.uk/re/fivepillars/index.html



Split children into 5 mixed ability groups and give them 1 pillar per group to research. They can then create an information poster to display and present to rest of peers.



Use Book Creator on the ipad to create information book on the 5 Pillars of Islam after presenting the information poster to the class.



Learning objective

- To use research to develop a better understanding



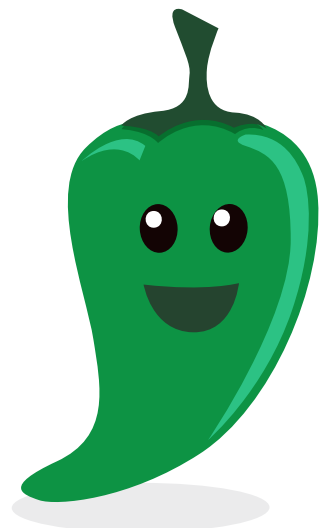
DVD Link

- View clip 2



Resources needed

- Islam PowerPoint presentation provided (R12)
- Five Pillars PowerPoint presentation provided (R13)
- Paper and coloured pens/pencils
- ipad book creator



Skills - Literacy

Year 3

Use visual information if relevant, e.g. labelled diagrams

On-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning

Year 4

Use visual information, e.g. illustrations, diagrams and graphs, which is clear and relevant to the written text

Explore and use appropriately the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs

Year 5

Use images, graphs and illustrations which are clear, relevant and appropriate

Explore the layout of web pages to create material using available tools

Year 6

Use features and layout which are constructed to present data and ideas clearly

Explore different ways to present work and use them appropriately, e.g. moving image, slides, voice-over

ICT (across the curriculum)

- Become aware that ICT can be used to communicate ideas.

- Use given ICT resources to help create, present and safely share their ideas, including text/word-banks, images.

- Create and present their ideas for a given purpose by combining different forms of information, including text, images, sound, with some sense of audience.

Levels/Differentiation - Religious Education

Level 3

- They describe some of the basic religious beliefs, teachings and practices investigated.
- They describe how some of these aspects of religion affect believers' lives.
- They begin to recognise that religious symbols carry meaning, and use religious vocabulary appropriately.

Level 4

- They describe and begin to explain the religious beliefs, teachings and practices investigated.
- They recognise some religious symbols and use a range of religious vocabulary appropriately.

Level 5

- Pupils express and justify ideas and opinions about fundamental questions in the light of their investigations and experiences. .
- They use a range of religious vocabulary appropriately and demonstrate a basic understanding of symbolic language.

Activity

3

Write a Code of Conduct on how to live a good life.



Show the Powerpoint Presentation on the Qur'an.



In the clip, it is suggested that there is a code of conduct that is appropriate for all religions



Encourage the children to think about how to treat other people and how to care for our world. Complete activity by writing a code of conduct of how to live a good life regardless of belonging to a particular religion, culture etc.



Learning objective

- To create a code of conduct



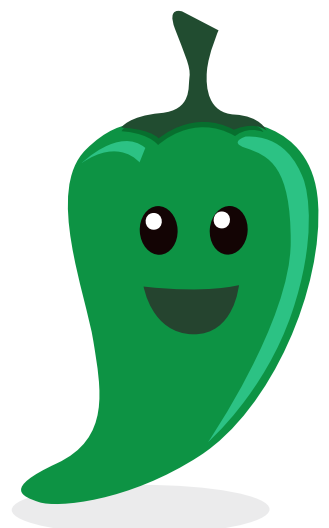
DVD Link

- View clip 2



Resources needed

- PowerPoint presentations provided (R14 & R15)
- Paper
- Coloured pens/pencils
- Example of Code of Conduct provided (R16)





Skills

Year 3

Contribute to group discussion, sharing ideas and information

Include relevant details, information or observations in their writing

Start sentences in a variety of ways

Year 4

Contribute to group discussion and help everyone take part

Explain main idea(s) with supporting details, including observations and explanations where relevant

Vary the order of words, phrases and clauses in sentences

Year 5

Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

Use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. before you start ..., if you do this then ...

Expand upon main idea(s) with supporting reasons, information and examples

Year 6

Contribute purposefully to group discussion to achieve agreed outcomes

Write a comprehensive account of a topic or theme

Use varied sentence structures for emphasis and effect

Levels/Differentiation - Religious Education

Level 3

- Pupils discuss the questions raised by their own experiences, the world around them and aspects of religion, giving their own opinions.
- They describe how some of these aspects of religion affect believers' lives.

Level 4

- Pupils discuss their own and others' responses to questions about life, the world around them and religion.
- They give specific examples of the ways in which these aspects affect believers' lives and begin to identify the similarities and differences within religions.

Level 5

- Pupils express and justify ideas and opinions about fundamental questions in the light of their investigations and experiences.
- They make links between the religious beliefs, teachings and practices studied, describing the impact on believers' lives and identify the similarities and differences within and across religion.



Activity

4

Follow instructions to make naan bread.

Differentiation – double/half the amount of ingredients



Useful site

www.bbc.co.uk/food/recipes/naan_86626



Learning objective

- To follow instructions to make something

Activity

5

Visit a mosque or use the websites provided for a virtual tour.

Use the worksheets provided to match the pictures with information about what happens in a mosque.

Then stick in the correct order.



Useful site

www.thebcom.org/mosquetour/index.htm

www.bbc.co.uk/education/clips/z6wfgk7



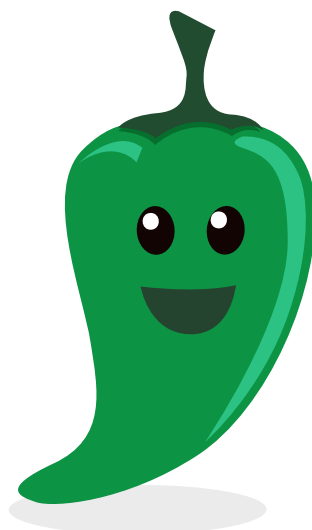
Learning objective

- To develop knowledge and understanding during a visit



Resources needed

- My Muslim Faith Sheet provided (R17)





Skills

Activity 4

Year 3, 4, 5 & 6

Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context

Activity 5

Year 3

Listen carefully and make connections between what they are learning and what they already know

Year 4

Listen carefully to presentations and show understanding of main points

Year 5

Listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising

Year 6

Listen carefully to presentations and show understanding of the speakers' conclusions or opinions

Levels/Differentiation

Activity 4 - Reading

Level 3

- They can use appropriate strategies in order to read independently and establish meaning.

Level 4

- They locate and use ideas and information on a specific topic from more than one source, and use them effectively.

Activity 5 - Religious Education

Level 3

- They describe some of the basic religious beliefs, teachings and practices investigated.

Level 4

- They describe and begin to explain the religious beliefs, teachings and practices investigated.

Level 5

- They make links between the religious beliefs, teachings and practices studied, describing the impact on believers' lives and identify the similarities and differences within and across religion.

Activity

6

Question & Answer

Video link with pupils at St. Helen's Primary school in Swansea to talk about Islam.

 01792 655763



Learning objective


- To ask questions and listen carefully to develop understanding

Activity

7

Create your own Islamic style symmetrical art.

Use different starting points to create different effects. Only use 2-3 colours for each pattern. Remember to observe the lines of symmetry. Use the sheet and Powerpoint provided to show rotational symmetry.

 You can also use the co-ordinate sheet and grid activity provided to extend pupils



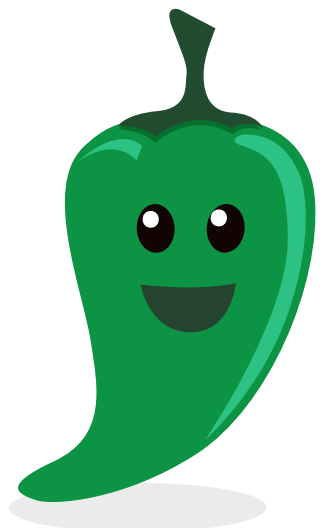
Learning objective

- To create a symmetrical pattern



Resources needed

- Powerpoint presentations provided (R18)
- Art colour in sheet provided (R19)
- Co-ordinate activity to create own pattern provided (R20)
- Symmetry grid provided (R21)





Skills

Activity 6

Year 3

Contribute to group discussion, sharing ideas and information

Year 4

Contribute to group discussion and help everyone take part

Year 5

Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

Year 6

Contribute purposefully to group discussion to achieve agreed outcomes

Activity 7

Year 3

Identify lines of symmetry in 2D shapes

Draw horizontal and vertical lines of symmetry

Year 4

Draw lines of symmetry

Draw the reflection of a shape in a horizontal or vertical line

Year 5

Draw the reflection of a shape in any line

Complete a partly drawn shape after rotation

Translate a shape on squared paper horizontally or vertically

Year 6

Find all the lines of symmetry for a given shape

Identify rotational symmetry of shapes

Identify symmetrical properties of regular polygons

Levels/Differentiation

Activity 6 - Oracy

Level 3

- In discussion, they show understanding of the main points.

Level 4

- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.

Level 5

- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.

Activity 7 - Maths

Level 4

- They use their knowledge of shape to and reflect simple shapes in a mirror line.
- They use and interpret co-ordinates in the first quadrant.

Activity

8

Make your own quiz about Islam or complete the quiz provided



Learning objective

- To recall information



Resources needed

- Quiz sheet provided (R22)
- Islam fill in the gap worksheet (R23)

Activity

9

What is Ramadan?

Make a Powerpoint presentation to explain Ramadan.



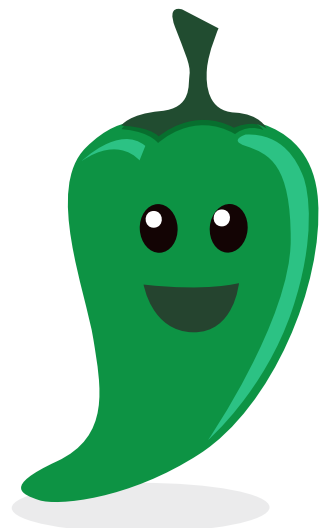
Learning objective

- To present ideas



Resources needed

- Example of Ramadan PowerPoint provided (R24)





Skills

Activity 8

Thinking skills

Asking questions

Generating and developing ideas

Activity 9

ICT (across the curriculum)

Finding and developing information and ideas

Creating and presenting information and ideas

Levels/Differentiation

Activity 8 - Religious Education

Level 3

- They describe some of the basic religious beliefs, teachings and practices investigated.

Level 4

- They describe and begin to explain the religious beliefs, teachings and practices investigated.

Level 5

- Pupils express and justify ideas and opinions about fundamental questions in the light of their investigations and experiences.

Activity 9 - ICT

Level 3

- Pupils begin to organise their tasks and use ICT to create, organise, amend and present information and ideas.

Level 4

- Pupils broadly plan their tasks and combine a variety of information and media when creating and developing their ideas, with a sense of purpose and audience.

Level 5

- Pupils plan their tasks for purpose and audience.
- They combine a variety of information and media when creating, refining and developing their own ideas and information.
- Their presentations are fit for purpose and meet the needs of their intended audience.



Activity

10



View Clip 2

Momena mentions that the women's role is changing in Bengali culture

? Big Question!

Do you think men and women are treated equally in Islam and other religions? Read the following and then discuss the Big Question.

ISLAM

Islam allows men to be married to as many as four women at once, as long as a man treats all his wives well.

CHRISTIANITY

Some Christian denominations have recently begun to allow women to be priests or ministers but some remain opposed to this.

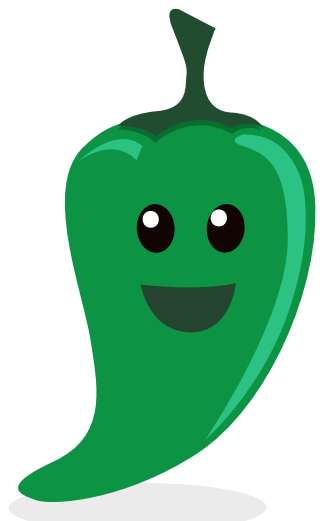
? Big Question!

Are and should women be treated equally?



Learning objective

- To give opinions supported by reasons





Skills

Year 3

Written texts, e.g. discuss topics that are within their scope of experience, discuss a character in a story.

Use talk purposefully to complete a task in a group.

Year 4

Express opinions about topics and written texts, e.g. topics that affect their school, what they think about the ending of a story.

Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.

Year 5

Express opinions about topics and written texts and include some supporting reasons.

Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.

Year 6

Express opinions clearly about topics and written texts and include supporting reasons.

Follow up points in group discussions, showing agreement or disagreement giving reasons.

Levels/Differentiation - Oracy

Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.
- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.
- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They express an opinion simply.
- They are beginning to be aware of standard forms and when they are used.

Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.
- **Their talk is adapted to the purpose:** developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.
- They can suggest changes in vocabulary and style which would improve talk.
They use appropriately some of the features of Standard English vocabulary and grammar.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.
- They are able to evaluate talk and understand.